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ABSTRACT

Tests recently acquired by the Educational Testing Service Test Collection are briefly annotated in this quarterly bulletin. The tests are grouped into these categories: (1) achievement, (2) aptitude, (3) personality, interests, attitudes and opinions, (4) sensory-motor and miscellaneous. Entries of particular interest to those working with children from birth to age nine are indicated. Additional information includes test announcements, dates of testing programs, tests no longer available, test reviews, new references (annotated), new publisher listings, test scoring systems and services, and addresses of organizations and publishers mentioned in this bulletin. (MV)

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A QUARTERLY DIGEST OF INFORMATION ON TESTS

test collection bulletin

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Pamela Rosen, Editor
Vol. 8, No. 3

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The Test Collection of Educational Testing Service is an extensive library of tests and other measurement devices. It also includes publishers' catalogs and descriptive materials, information on scoring services, and systems, test reviews, and reference materials on measurement and evaluation.

A special Head Start Test Collection has been established to provide information about instruments for those engaged in research or project direction involving young children. Any *Bulletin* entry of particular interest to those working with children from birth to age nine will be preceded by the symbol •

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For further information about materials and services listed in this *Bulletin*, readers are requested to communicate directly with the appropriate publisher or organization. Addresses are provided on pages 19-22. Occasionally the reader is referred to a journal article, an Educational Resources Information Center (ERIC) Document, or a document deposited with the National Auxiliary Publications Service (NAPS) as either the source of a measure or an alternate source. Instructions for ordering ERIC documents are published in *Research in Education*, the monthly document index for the ERIC system. Readers interested in obtaining NAPS documents should write to National Auxiliary Publications Service for instructions and a current price schedule.

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ACQUISITIONS

Unless otherwise indicated, the tests have been published in the United States.

Achievement

American Political Behavior Achievement Test by John J. Patrick and Allen D. Glenn; c1974; Grades 9-12; Ginn and Company.

Designed for use with the American Political Behavior program and other civics and government courses that are intended to teach knowledge of political affairs. The test is in two sections. The Political Knowledge Test is concerned with specific facts of government and politics, including elections and voter behavior, the roles of governmental leaders, the roles of unofficial political specialists, socio-cultural contexts of political behavior, and governmental structure and organization. The Political Science Skills Test assesses the following skills: reading contingency tables; reading graphs; making inductive inferences; making deductive inferences; distinguishing factual statements, value statements, and definitional statements; evaluating questionnaire items; evaluating sampling procedures; evaluating definitions; and conceptualizing.

• *Basic Arithmetic Skill Evaluation* (BASE) by Lola J. May and Vernon R. Hood; c1972; Grades 1-6; Media Research Associates.

This diagnostic and prescriptive system provides the teacher with an arithmetic profile of each student's basic entry level skills at his grade level. Tests, cassette tapes, student profiles and progress forms, and Reference Guides are available at each of the six grade levels. All directions for administering are presented on cassettes. The Reference Guides provide page references in major text books where specific instruction on each basic skill is presented.

Basic Arithmetic Skill Evaluation II (BASE II) by Lola J. May and Vernon R. Hood; c1973; Grades 7-9; Media Research Associates.

This comprehensive system of diagnostic and prescriptive materials enables the teacher to assess each student's arithmetic skills and deficiencies and to plan a program designed to meet his needs. The assessment component covers three areas: operations on whole numbers; meaning of and operations with fractions; and work with decimal, per cent, and story problems. Directions are presented on cassette tapes. A Reference Guide provides information on instructional materials available in major texts and supplementary programs.

• *Bryant-Schwan Design Test, Part I* by Antusa S. Bryant and LeRoy B. Schwan; c1971-73; Preschool-Grade 12; Campus Publishers.

An individually-administered measure of achievement in design knowledge covering five elements of design: line, shape, value, color, and texture. The test was originally developed for use with mentally retarded children, but it may be appropriately administered to normal children. Results of the test may be helpful in developing goals for an art curriculum. A teacher's guide providing motivational art lessons and related activities accompanies the test.

• *A Checklist for the Evaluation of Reading Readiness* by Joseph Sanacore; 1973; Preschool; Joseph Sanacore.

Designed to provide the teacher with information which will help in deciding if a child is ready to begin formal reading instruction. The teacher rates the child in the following areas of development: Auditory Discrimination, Visual Discrimination, Left to Right Orientation, Oral Language Development, Concept Development, Social and Emotional Development, Motor Coordination, and Physical Factors. The instrument should be used in conjunction with informal and standardized reading readiness tests, mental ability tests, anecdotal records, and conferences with parents.

• *Individual Pupil Monitoring System–Mathematics* (IPMS); c1973; Grades 1-8; Houghton Mifflin Company.

A series of criterion-referenced tests which measures a pupil's performance on specified behavioral objectives. The system is comprised of eight levels, each of which has three assessment modules. The components of the program are designed to be used either independently or in conjunction with one another and include: Behavioral Objectives for the IPMS, Assessment Modules, Answer Documents, Pupil Progress Records, Teacher's Objective Management Records, Reference Booklets for Individualizing Instruction by Objective, and Teacher's Guides.

Instructional Objectives Exchange: Objective Collection in Environmental Education, Grades 4-9 by Nancy Dyar, et al; 1974; Grades 4-9; Instructional Objectives Exchange.

The objectives and related items comprising this collection emphasize three aspects of environmental education. Section I, the Natural Ecosystem, presents basic ecologic principles including the fundamental natural cycles and interrelations. The Human Environment is concerned with man's immediate environments and related skills and issues with which man deals in his day-to-day existence. Section III, Environmental Problems, deals with the environmental difficulties which have resulted from the interaction between natural ecosystems and human life styles. The collection provides a fourth section which consists of affective inventories developed to assess the achievement of outcomes teachers might want to measure before and after students complete any kind of study of the environment.

Instructional Objectives Exchange: Objective Collection in Judgment: Analyzing Fallacies and Weaknesses in Arguments, Grades 7-12 by Richard Morrow, et al; 1974; Grades 7-12; Instructional Objectives Exchange.

A collection of objectives and related test items which covers: Informal Fallacies–fallacies of relevance, insufficient evidence, and ambiguity; Arguments Which Compare Contexts–context mixing, metaphors, and analogies; and Soundness–valid and sound arguments.

Instructional Objectives Exchange: Objective Collection in Spanish; Grades 7-12, Revised Edition by Ildiko Lewis, Pedro Duelo, and Kaye Jacobs; 1973; Grades 7-12; Instructional Objectives Exchange.

This collection of objectives is intended to cover a variety of aspects of the Spanish curriculum at the secondary school level, including: Listening and Oral Comprehension, Criteria for Pronunciation and Decoding, Speaking, Reading, Criteria for Spelling, Punctuation and Capitalization, Writing, Grammar, and Culture. Each objective is accompanied by test items to assess attainment of the objective and criteria for judging the adequacy of the students' responses.

Instructional Objectives Exchange: Objective Collection in U.S. History, Grades 10-12; Revised Edition by Helen Rosenau; 1974; Grades 10-12; Instructional Objectives Exchange.

The collection covers: Discovery of the New World, Colonial America, The American Revolution, Forming a New Nation, Sectional Diversity and Discord, the Civil War and Reconstruction, Key Socioeconomic Changes in the Nation, The Reform Era, Expanding Our Interests beyond the Nation, Prosperity–then Depression, the Emergence of a World Power, The Cold War, The Viet Nam War, and Contemporary Reform Movements. A final section, Historical Methods, provides objectives dealing with the processes of historical analysis in a theoretical structure.

Michaux Test for Clinical Research Psychologists, Experimental Form 4 by William W. Michaux and Antanas Suziedelis; c1967; Adults; William W. Michaux.

This experimental device is designed to measure knowledge of terms used by clinical research psychologists. It consists of 116 multiple-choice items and yields a total score and three subtest scores: Clinical Psychology and Psychiatry, General and Expermental Psychology, and Statistics and Experimental Design. The test is intended for research use only.

Nelson-Denny Reading Test: Forms C and D by James I. Brown, M. J. Nelson, and E. C. Denny; c1973; Grades 9-16 and Adults; Houghton Mifflin Company.

Provides a measure of three major elements of reading ability: vocabulary, comprehension, and reading rate. Modification of the normal administrative procedure makes the test appropriate for use with superior students and adults in speed reading classes.

• *Progressive Achievement Tests: Mathematics* by Neil A. Reid and David C. Hughes; c1974; Ages 8-15; New Zealand Council for Educational Research, New Zealand.

Designed to measure achievement in mathematics in four areas of skills and abilities: recall, computation, understanding, and application.

Aptitude

• *LRS Seriation Test* by Ralph Scott, Jerald Nelson, and Ann Mary Dunbar; c1968; Preschool-Grade 1; Harper & Row, Publishers, Inc.

This readiness measure is intended for use in conjunction with the Learning Readiness System: Classification and Seriation Kit. The test assesses the child's ability to seriate and classify according to size and pattern. It is available at three levels.

Test of Implied Meanings by Norman D. Sundberg; Circa 1966; Adults; Norman D. Sundberg.

This research device is designed to measure an individual's ability to comprehend the implications of spoken statements, an ability important in the selection and training of psychotherapists and counselors. The instrument consists of 40 statements representing common complaints heard in patient interviews. After hearing each statement, the subject checks off one of four choices that he believes to be the implicit meaning.

Thumin Test of Mental Dexterity by Fred J. Thumin; c1973; Adults; Applied Psychology Center.

A measure of mental ability designed to have sufficient ceiling to discriminate effectively among relatively bright and well-educated individuals. The 100 items are arranged in order of difficulty and assess such aptitudes as verbal, numerical, reasoning, space relations, memory, and general information. The test yields both a total score and numerical and verbal scores.

• *Wechsler Intelligence Scale for Children–Revised* (WISC-R) by David Wechsler; c1949-74; Ages 6-16; The Psychological Corporation.

This individually-administered measure of intelligence is organized into Verbal and Performance Scales. The Verbal Scale is comprised of tests that measure a child's understanding of verbal concepts and his ability to respond orally: Information, Similarities, Arithmetic, Vocabulary, Comprehension, and Digit Span. The tests included in the Performance Scale measure the child's ability to solve problems involving the manipulation of objects or other manual response: Picture Completion, Picture Arrangement, Block Design, Object Assembly, Coding, and Mazes. The revised norms are derived from a 1970 census-representative sample.

The Word-Naming Technique by Martin Shaffer, Norman D. Sundberg, and Leona E. Tyler; Circa 1969; Grade 9; Norman D. Sundberg.

An experimental technique designed to reflect cross-cultural cognitive and environmental differences by means of a free association task in which the subject is requested to list the first 25 words that come to mind. The task is based on the assumption that there is a hierarchical structuring of verbal responses related to the salience, recency, and frequency of experiential events within the subject's cultural context. Fourteen content categories related to a person's activities and environment were developed: Edibles, People, Nature, Animals, School, Mechanical Objects, Play, Abstractions and Descriptions, Building Parts, Personal, Place, Action, Time, and Miscellaneous.

Personality, Interests, Attitudes, and Opinions:

• *Animal Crackers: A Test of Motivation to Achieve, Research Edition* by Dorothy C. Adkins and Bonnie L. Ballif; c1973; Preschool-Grade 1; CTB/McGraw-Hill.

A measure of motivation to achieve which focuses on those aspects of achievement-oriented behavior that are not attributable to intellectual abilities. Five essential variables are assessed: School Enjoyment, Self-Confidence, Purposiveness, Instrumental Activity, and Self-Evaluation. The test employs an objective-projective technique that requires the child to choose between alternative behaviors or attitudes that show differences in motivation.

Attitude Toward Hospitalization Scale by Warren K. Garlington and Ezra Stotland; Not Dates; Adults; Warren K. Garlington.

Developed to measure attitudes concerning the purpose and methods of mental hospitals and the nature of mental illness as perceived by patients, staff, and the general public. Six subscales comprise the Scale: Openness of Communication between Patients, Openness of Communication between Staff and Patients, Purpose of Hospital Activities (for Patients or Staff), Hospital as a Refuge from Society vs. an Active Treatment Center, Value Judgments toward Mental Disturbances, and Individuality vs. Conformity.

CPH Patient Attitude Scale by Marvin W. Kahn and Nelson F. Jones; c1965; Adults; Marvin W. Kahn.

Designed to measure attitudes of mental patients about the nature, cause, and treatment of mental illness, and attitudes toward mental hospital activities and personnel. The scale encompasses five major factors: Authoritarian Control and Nonpsychological Orientation; Negative Hospital Orientation; External Control, Cause, and Treatment; Regressive Dependency; and Letdown of Control for Therapeutic Gain.

The Chromatic Differential Test by Arthur B. Sweney and M. A. Bowles; c1970; Adults; Arthur B. Sweney.

Intended to measure the ways in which colors become a framework within which people and emotional descriptions are placed in psychologically meaningful juxtaposition. The test consists of six color scales each of which is comprised of rows of ten color gradations. The subject is requested to relate the various color stimuli to 20 significant constructs in the following areas: preferences, emotional states, significant persons, important institutions, and self-concept.

The Defense Mechanism Index by Arthur B. Sweney and Jerold May; c1965-70; Adults; Test Systems, Incorporated.

Identifies specific areas of intrapsychic conflict and provides an indication as to how they are being handled. The device measures twelve areas of conflict: Aggression vs Fear of Retaliation, Blame Avoidance vs Fear of Retaliation, Blame Avoidance vs Blame Acceptance, Dominance vs Submission, Dependence vs Independence, Expression vs Supression of Sex, Deferred vs Immediate Identification, Faith in God vs Faith in Man, Heterosexuality vs Contesting of Roles, Individuality vs Needs for Social Acceptance, Judgment vs Immediate Action, Kindness vs Selfish Action, and Expression of Love vs Fear of Rejection. Twelve different defense mechanisms which a subject might adopt in order to resolve such conflict are also measured. Six of these are adaptive (compensation, rationalization, negative affect, positive affect, perceptual defense, autism) and six are maladaptive (projection, repression, fantasy, paleologic, dissociation, reaction formation).

Emotions Profile Index (EPI) by Robert Plutchik and Henry Kellerman; c1974; Adults; Western Psychological Services.

A brief personality test based on Plutchik's general theory of emotion. The test assesses the relative importance in a person's life of eight basic emotional dimensions: Timid vs Aggressive, Trustful vs Distrustful, Controlled vs Dyscontrolled, and Gregarious vs Depressed. EPI is a 62-item forced-choice test requiring the subject to indicate which of two paired words describe him best.

Family Attitude Questionnaire by Barbara J. Betz and Caroline Bedell Thomas; Not Dated; Adults; Caroline Bedell Thomas.

Originally developed for use in a study designed to learn how to predict the occurrence of hypertension and/or coronary artery disease in later life, this questionnaire concerns six groups of attitudes stemming from intrafamilial relationships: father toward subject, subject toward father, mother toward subject, subject toward mother, interparental relationships, and basic parental interests.

The Fear-Anxiety Profile (FAP) by Arthur B. Sweney; c1972; Adults; Test Systems, Incorporated.

Designed to tap the causes of threat in the external world and to investigate two types of reactions to such threat: fear and anxiety. Four subtests are utilized to measure 12 sources of threat: death, physical assault, emotional control, social rejection, sexual inadequacy, rejection by the opposite sex, rejection by parents, civil authority, sin, illness and injury, poverty, and war.

• *The Flint Infant Security Scale* by Betty M. Flint; c1974; Birth-24 Months; Guidance Centre, Canada.

A behavior rating scale designed to assess the mental health of infants. The scale consists of 72 items describing behavior in eight possibly stressful situations: Eating, Unfamiliar Situation, Sleeping, Toileting and Bathing, Physical Experiences, Changing Environment, Social, and Playing. The assessment is made through both an interview with the mother and observation of the infant's actual behavior.

The Gottesfeld Community Mental Health Issues Test by Harry Gottesfeld; c1974; Adults; Behavioral Publications.

A research instrument designed to determine an individual's or a group's standing on six major issues in the community mental health field: Community Context, Radicalism, Traditional Psychotherapy, Prevention, Extending the Definition of Mental Health, and Role Diffusion. The test can be self-administered by anyone who is involved in or knowledgeable about the mental health field.

Group Dynamics Sentence Completion Test by William W. Michaux; Not Dated; Adults; William W. Michaux.

A projective technique designed to yield information useful in the diagnostic study of groups. A member of the group first completes a sentence and then composes a sentence stem to be completed by the next member, who continues the process.

The Irrational Belief Test (IBT) by Arthur B. Sweney and R. Garner Jones; c1962; Adults; Arthur B. Sweney.

Designed to measure the extent to which an individual has incorporated certain socially communicated values or beliefs which are essentially irrational and inconsistent. The test is based on Ellis' irrational belief system in which he identifies 10 beliefs which he proposes to be basically irrational in nature and content and highly prominent in the thought processes of emotionally disturbed and maladjusted persons.

• *Louisville Aggression Survey Scale* (LASS) by Lovick C. Miller; 1973; Children; Lovick C. Miller.

For each of a wide variety of aggressive behaviors, parents rate the severity of their child's aggression in the home, school, public, and neighborhood situation.

• *Louisville Behavior Checklist* by Lovick C. Miller; Not Dated (Copyrighted); Ages 6-12; Lovick C. Miller.

Designed to measure deviant behavior in children, this instrument is intended for use with the parents of the child to facilitate guidance in the parent-child relationship. It covers such behavior as infantile aggression, hyperactivity, anti-social, social withdrawal, anxiety, sleep disturbance, academic disability, and immaturity. Separate forms are available for boys and girls.

• *Louisville Fear Survey for Children* by Lovick C. Miller, Curtis L. Barrett, Edward Hampe, and Helen Noble; 1973; Ages 4-18; Lovick C. Miller.

Designed primarily to determine the basic structure of fear behavior in children. The instrument comprises three factors: fear of physical injury, fear of natural events, and fear of psychic stress. It can be completed by children or adults to obtain self-ratings or ratings by others, such as parents, teachers, or peers.

Milwaukee Academic Interest Inventory by Andrew R. Baggaley; c1973; Grades 12-14; Western Psychological Services.

This questionnaire was developed to aid in the counseling of students in the selection of their college majors. It yields scores for six major areas: Physical Science, Healing Occupations, Behavioral Science, Economics, Humanities-Social Science, and Elementary Education. The Inventory also provides interest scores on two discriminant variables: commercial vs nuturant interests and natural science vs social studies interests.

Palo Alto Group Psychotherapy Scale by Ben C. Finney; Not Dated; Adults; Ben C. Finney.

Designed to measure the adequacy of an individual's interpersonal relationships which is defined as his capacity to form intimate and personal relationships without anxiety and tension, relationships which are satisfactory and rewarding, both to the individual and to the other party. The scale is intended for use with patients undergoing group therapy to assess changes in interpersonal behavior resulting from that therapy. Observers indicate whether each of the 88 items is descriptive of the subject's behavior.

Personal Rating Scale, Forms M and F by Forrest E. Ladd; Not Dated; Adolescents; Forrest E. Ladd.

Designed to measure self-concepts of delinquent juveniles who have been referred for counseling by the local police and the juvenile court. For each of the 26 items, the respondent is asked to indicate both if he is like the person being described and if he would like to be like that person. Separate forms are provided for males and females.

Personal Rating Scale, Form PC by Forrest E. Ladd; Not Dated; Adults; Forrest E. Ladd.

This 26-item scale is designed to measure the perceptions of parents and counselors concerning a juvenile delinquent. The respondent is asked to indicate the degree to which each characteristic is descriptive of the youth.

Psychological Screening Inventory (PSI) by Richard I. Lanyon; c1968-73; Adults; Research Psychologist Press.

A brief mental health screening device intended for use in situations where time and professional manpower are at a premium to detect persons who might require more intensive attention. The scales of the PSI include: Alienation, Social Nonconformity, Discomfort, Expression, and Defensiveness.

The Response to Power Measure (RPM) by Arthur B. Sweney; c1971; Adults; Test Systems, Incorporated.

Designed to measure organization social climate as defined by various leadership styles and their interaction with various subordinate roles. The instrument is based on a model depicting three superordinate roles (authoritarian, equalitarian or participator, and permissive) and three subordinate roles (rebel, critic-cooperator, and ingratiator). This model enables the prediction of superordinate and subordinate role behaviors resulting from various combinations of the various role types.

The Responsibility Index (RI) by Nancee S. Elsass and Arthur B. Sweney; c1970-72; Adults; Test Systems, Incorporated.

Designed to measure respondents' attitudes regarding the subordinate roles perceived to be most appropriate by superordinate respondents. The device is based on a model which depicts three superordinate roles (authoritarian, equalitarian, and permissive), three subordinate roles (rebel, cooperator, and ingratiator), and a number of predictable behavioral outcomes resulting from the interaction of any combination of these roles. RI was developed to ascertain the perceived appropriateness of the subordinate behaviors used to operationally define the three subordinate roles.

The Sentence Composition Test by William W. Michaux; Not Dated; Adults; William W. Michaux.

A projective technique in which the subject is asked to write 20 sentences, each containing the word "because." Responses are interpreted using a qualitative psychodiagnostic approach similar to that used with sentence completion tests. The test is designed primarily for use in conjunction with other projective measures.

Sex-Role Survey by A. P. MacDonald Jr.; Not Dated; Adolescents and Adults, A. P. Macdonald Jr.

This 63-item, multidimensional scale is designed to measure individuals' attitudes toward equality between the sexes. The scale comprises four factors: equality in business and the professions, sex appropriate behavior masculinity/femininity, social-domestic work, and power in the home.

• *Social and Emotional Behavior Scale* by William Vogel, Karoly J. Kun, and Edward Meshorer; circa 1968; Preschool and Above, William Vogel.

Designed to rate a retardate's acquisition of self-control over emotional expression and his ability to relate socially to others individually and in groups. The ratings are made on the basis of information obtained from institutional records rather than from direct observation. Scale items and scoring procedures are based in part on the *TMR Performance Profile Test* by DiNola, Kaminsky, and Sternfeld.

Specific Stress Index by William W. Michaux; circa 1967; Adults; William W. Michaux.

Intended for use with former psychiatric patients, this research instrument is designed to measure recent or current environmental stress. The interview contains six areas of possible stress: Interpersonal, Marital and Sexual, Economic and Domestic, Occupational, Social and Recreational, and Physical Health. Responses are scored on the basis of phenomenology, environment, and distress.

Suicide Detection Test by Herman Y. Efron; Not Dated; Adults; Herman Y. Efron.

A sentence completion test designed to identify persons who are morbidly preoccupied with depressive thoughts and may constitute suicidal risks. The test may be individually- or group-administered.

The Supervise Ability Scale (SAS) by Nancee S. Elsass and Arthur B. Sweney; c1970-71; Adults; Test Systems, Incorporated.

Designed to assess attitudes regarding the management or supervisory role styles perceived to be most appropriate by subordinate respondents. The scale is based on a model depicting three superordinate roles (authoritarian, equalitarian, and permissive), three subordinate roles (rebel, cooperator, and ingratiator), and behavioral outcomes resulting from the interaction of any combination of these roles. SAS was developed to ascertain the perceived appropriateness of the managerial behaviors used to operationally define the three superordinate roles.

Survey of Child-Caring Institutions in the State of Georgia by George Thomas; 1972; Adults; Regional Institute of Social Welfare Research.

Designed to collect information on the nature of child-caring institutions. The questionnaire is in four parts covering: the nature of the facilities, the nature of the child populations comprising such facilities, the staff structure of the facilities, and the nature of the facilities' programs, past, present, and future.

Survey of Opinions by Rosalyn E. Efron and Herman Y. Efron; circa 1967; Adults; Herman Y. Efron.

Designed to elicit an individual's attitude toward mental retardation and the educable retardate. The questionnaire comprises six factors: Segregation via Institutionalization, Cultural Deprivation, Noncondemnatory Etiology, Personal Exclusion, Authoritarianism, and Hopelessness.

• *Teachers Adjective Checklist* by Emory L. Cowen, et al; circa 1966; Kindergarten-Grade 1; Darwin Dorr.

This 34-item device provides a measure of children's personality characteristics. Seventeen of the items are positive descriptive adjectives, while the remaining 17 are negative. The instrument is designed to discriminate between adjusted and maladjusted children on the basis of teachers' ratings.

Teacher's Evaluation Form by Emory L. Cowen and Darwin Dorr; 1971; Adults; Darwin Dorr.

Designed to elicit teacher's evaluations of the Primary Mental Health Project in terms of the accessibility of its professional staff, its effect on the teachers and the children, and its comparability with other school mental health services.

Miscellaneous, Sensory-motor, Unidentified

• *AML Behavior Rating Scale* by Emory L. Cowen, Darwin A. Dorr, and Arthur R. Orgel; 1970; Kindergarten-Grade 3; Darwin A. Dorr.

This 11-item, quick-screening scale is designed for teachers to use in identifying children experiencing early school difficulties. Three factors of maladaptive behavior comprise the scale: aggressive-outgoing, moody-internalized, and learning disability. This version of the scale is an adaptation of the original instrument developed by Brownbridge and Van Vleet.

• *Behavioral Index of Communicative Disorders* by Farrell J. Stewart and Stanley F. Vasa; c1973; Center for Research, Service and Publication, University of Wyoming.

This screening device is designed to provide the classroom teacher with a method for rapidly assessing a child's academic deficiencies. The 150 items represent observable behaviors in nine areas: language, reading, speech, auditory, visual, motor, math, emotional, and organic.

Beier-Sternberg Conflict Questionnaire by Ernst G. Beier and Daniel P. Sternberg; 1971; Aduits; Ernst G. Beier.

Designed to identify areas of agreement and disagreement in a marriage and to determine how each spouse feels about the agreement or disagreement. The questionnaire was developed for use in the investigation of patterns of communication among newlywed couples.

• *Bender Visual Motor Gestalt Test: Children's Scoring Booklet* by Charles J. Lagos; c1973; Ages 5-11 Years; Western Psychological Services.

Intended to facilitate scoring of children's *Bender Gestalts*. The original test designs are provided adjacent to scoring criteria for each figure. The scoring procedure provides a Developmental Score, a Brain Injury Score, and an Emotional Score.

Child-Aide Evaluation Form by Darwin A. Dorr and Emory L. Cowen; 1972; Adults; Darwin A. Dorr.

Designed for use in the evaluation of nonprofessional mental health workers in the Primary Mental Health Project. The form is completed by the professional staff. It taps such dimensions as effectiveness with children, ease of working with others, and acceptance of supervision.

• *Child Behavior Change Scale* by Darwin A. Dorr and Emory L. Cowen; 1971; Kindergarten-Grade 3; Darwin A. Dorr.

Designed to measure the direction and magnitude of change in children's school adjustment behavior. The scale is intended for use with children participating in the Primary Mental Health Project which emphasizes the early identification and prevention of school maladjustment.

College Guidance Program (CGP) by Esther E. Diamond and George W. Heigho; c1972-73; Grades 10-12; Science Research Associates, Inc.

A systematic approach to planning for college, this comprehensive program includes testing and guidance materials and an optional interest survey. CGP consists of *The College Planning Test* (CPT), *The Kuder Interest Survey, College Level*, and *The College Planning Notebook*. The CPT, a measure of academic abilities, simulates the SAT and ACT examinations and provides estimates of senior-year scores for both. *The College Planning Notebook* helps students obtain and organize all relevant college-planning information. The CGP is offered in October and February.

• *Composite Auditory Perception Test* (CAPT) by Belle Ruth Witkin, Katharine G. Butler, Dona Lea Hedrick, and Charlie C. Manning; c1973; Grades 1-3*; Alameda County School Department.

An audio-taped test designed to assess major auditory perceptual processes related to early language development. The test is in three parts which cover such auditory skills as attention span, short-term memory, ability to shut out distraction, discrimination, ability to follow changing directions, ability to recognize language units and structure, and the ability to integrate language from incomplete and distorted information. CAPT is criterion-referenced to the Auditory Perceptual Training Program but it may be used as a norm-referenced test independently of the program. *The test may be used with older children with suspected learning and/or language disabilities.

DAT Career Planning Program by Donald E. Super; c1973; Grades 8-12; The Psychological Corporation.

Intended to interpret the educational and vocational implications of a student's *Differential Aptitude Tests* (DAT) scores. The program consists of the DAT (Form L, S, or T), the Career Planning Questionnaire, and the Career Planning Report. The questionnaire collects data on the student's status, academic interests, expected educational goals, class standing, and occupational interests. The computer-produced report includes a profile of the student's DAT scores and an orientation statement describing the aptitudes measured by the DAT and the subjects, activities, and occupations used in the questionnaire.

Drug Abuse Questionnaire, Form CR-2 by William W. Michaux and Frederick W. Willis Jr.; 1970; Adults*; William W. Michaux.

An experimental instrument designed for use in the investigation of drug addiction and abuse at the neighborhood level. The questionnaire is divided into five sections: Your Present Situation, Your Knowledge of Drug Abuse, Your Outlook on Drugs and Your Neighborhood, Your Personal Knowledge of Drug Use in Your Neighborhood, and Your Personal Experience with Drugs. *It may be administered to anyone with adequate reading ability.

Dynamics of Divorce Interview Schedule by Paul J. Bohannan; Not Dated; Adults; Paul J. Bohannan.

This questionnaire is intended to serve as a guide to an interviewer questionning a divorced person. It is in eight sections: geneology, marriage, your own divorce, after the divorce, relationships with children, the economics of divorce, households of remarriage, and opinions about divorce. The responses are open-ended.

Evaluation Form for Geriatric Patients by Morris Bruck; Not Dated; Adults; Morris Bruck.

A rating scale for the evaluation of hospitalized mentally ill geriatric patients. Ratings are completed by professional and nursing staff in five areas: general psychiatric condition, general physical condition, general attitudes, ambulation, and self-reliance.

Executive's Institutional Change Questionnaire by George Thomas; 1973; Adults; Regional Institute of Social Welfare Research.

Designed to obtain information from administrative personnel concerning action taken and plans for action on various aspects of institutional care. Some of the areas covered include board and facility change, administrative procedures, admissions policy, child population and flow, decision-making, child involvement, and staff involvement, continuity, and training.

Faculty Morale-Institutional Climate Scale by Orville E. Bowers; Not Dated; Adults; Orville E. Bowers.

A research instrument designed to identify the elements which describe institutional climate and faculty morale. The scale consists of 50 statements which cover five areas: working conditions and services, personnel policies and practices, faculty-administrator relationships, colleague relationships, and student relationships. The faculty member is asked to respond to each statement on the basis of its importance in contributing to faculty morale and institutional climate.

Family Cohesiveness and Autonomy Questionnaire by Norman Sundberg, Vijay Sharma, Terry Wodtli, and Pritam Rohila; Not Dated; Adolescents; Norman Sundberg.

This research instrument was designed to facilitate cross-cultural comparisons of family structure, focusing on the relationship between family cohesiveness and autonomy in adolescent children.

Family Information Test (FIT) by Peter S. Venezia; circa 1968; Adolescents; Peter S. Venezia.

A 32-item interview form designed to measure an individual's knowledge of his family. The FIT is based on the hypothesis that delinquency is a function of defective intrafamily relationships. It may be an efficient indicator of commitment to delinquency and potential for treatment.

Habit Survey–Drinking Habits by Caroline Bedell Thomas; Not Dated; Adults; Caroline Bedell Thomas.

Designed for use in a long-term study investigating the precursors of hypertension and/or coronary artery disease, this questionnaire is intended to collect information on the frequency, quantity, and type of drinks which represent a person's drinking habits.

Habit Survey–Habits of Nervous Tension by Barbara J. Betz and Caroline Bedell Thomas; Not Dated; Adults; Caroline Bedell Thomas.

The respondent is asked to indicate which of 25 items describing possible reactions to unusual pressure or stress is characteristic of him in stressful situations. The questionnaire was developed for use in a long-term study of the precursors of hypertension and/or coronary artery disease.

Home for the Aged Description Questionnaire by Allen Pincus; circa 1968; Adults; Allen Pincus.

Measures the dimensions of institutional environment and various aspects of the institutional setting in homes for the aged as perceived by staff members. The items reflect four dimensions of the institutional environment (public-private, structured-unstructured, resource sparse-resource rich, and integrated-isolated) and cover three aspects of the institutional setting (physical plant, staff behavior, and rules, regulations, and program). Questionnaire is adapted from the *Hospital Description Questionnaire* by Jay Jackson.

Interview for Probationer Experimental Group by Ernst G. Beier; circa 1971; Adults; Ernst G. Beier.

This interview form is designed to elicit from probationers in an experimental group information concerning their experiences with paraprofessional volunteers involved in the Community Volunteer Misdemeanor Services Program.

Interview for Volunteer by Ernst G. Beier; Not Dated; Adults; Ernst G. Beier.

This interview form was developed to collect from paraprofessional volunteers in the Community Volunteer Misdemeanant Services Project information concerning their probationers. It is designed primarily to evaluate the effect of the project.

• *Koontz Child Developmental Program* by Charles W. Koontz; c1974; Ages 1-48 Months; Western Psychological Services.

An individualized program for evaluating and improving the development of normal children and the retarded who are functioning at developmental levels of 1-48 months. The child's behavior is rated by his parent, teacher, or therapist and his level of functioning is established in each of four areas: Gross Motor, Fine Motor, Social, and Language. Remedial activities are provided to improve performance at each level in all four areas.

Lyons Relationship Scales by Elizabeth L. Goucher, Laura E. Riggs, Herman Y. Efron, Rebecca F. Myers, and Emily R. Scanlan; Not Dated; Adults; Herman Y. Efron.

Designed to assess changes in the psychiatric patient-family relationship. The instrument consists of two parts: Schedule I, The Relationship from the Viewpoint of the Patient, and Schedule II, The Relationship from the Viewpoint of the Relative. The scales are intended for use after an interview with both the patient and the relative.

Marion County Youth Study Questionnaire by Kenneth Polk, Principal Investigator; Not Dated; Adolescents and Adults; Kenneth Polk.

This instrument is designed primarily to measure changes in life style that occur in the transition from adolescence to adulthood, particularly in terms of delinquency in rural areas and small cities.

• *Ottawa School Behavior Checklist* by June B. Pimm and Gordon McClure; c1969; Ages 6-12; Pimm Consultants Limited, Canada.

A screening device developed to enable the early identification of children who are likely to develop school adjustment problems. The scale yields a Total Score, a Deviance Score, Probability Scores, and four Factor Scores (Immaturity, Overactivity, Conduct Problem, and Personality Problem). The Checklist is also available in French and Spanish.

Parent-Child Interaction Rating Scales by Alfred B. Heilbrun Jr.; Not Dated; College Students; Alfred B. Heilbrun Jr.

A measure of parental nurturance of the child designed to elicit students' perceptions of the way their parents related to them during their formative years. The subject rates each parent on eight modes of nurturant behavior: degree of affection felt for the subject, degree of affection physically expressed toward the subject, approval of the subject and his behavior, sharing of personal feelings and experiences, concrete giving (gifts, money, etc.), encouragement of the subject in meeting responsibilities and pursuing personal interests, trust placed in the subject, and sense of security felt by the subject in relations with his parents.

• *Personal Skills Scale* by William Vogel, Karoly J. Kun, and Edward Meshorer; circa 1968; Preschool and Above; William Vogel.

Designed to rate the degree to which a retardate has acquired those perceptual, motor, and verbal skills which enable him to assume personal responsibility for himself and his possessions. The ratings are made on the basis of information obtained from institutional records rather than from direct observation. Scale items and scoring procedures are based in part on the *TMR Performance Profile Test* by DiNola, Kaminsky, and Sternfeld.

• *Precision Referral Form* by Stanley F. Vasa and Curtis L. Hiltbrunner; c1973; Open Range; Center for Research, Service and Publication, University of Wyoming.

The brief form provides teachers with a means with which to identify students' behavioral problems and communicate them to resource or ancillary personnel.

• *Preschool Behavior Check List* by Lovick C. Miller; Not Dated (Copyrighted); Ages 3-6; Lovick C. Miller.

This questionnaire is an adaptation for preschool children of the *School Behavior Check List* which was designed to enable teachers to rate children's deviant behavior. The device covers seven areas of maladjusted behavior: low need achievement, aggression, anxiety, academic disability, hostile isolation, extraversion, and total disability.

Questionnaire for Probationer by Ernst G. Beier; circa 1971; Adults; Ernst G. Beier.

Designed to obtain information on a probationer's feelings toward his volunteer to aid in evaluating the effect of the paraprofessional volunteer in the Community Volunteer Misdemeanor Services program. This program is intended to help probationers avoid further confrontation with the law.

Questionnaire for Volunteer by Ernst G. Beier; Not Dated; Adults; Ernst G. Beier.

Designed to collect from paraprofessional volunteers participating in the Community Volunteer Misdemeanant Services Project information concerning their feelings toward their probationers. It is intended for use in evaluating the effect of the volunteer project.

Questionnaire to Anthropologists by Paul J. Bohannan; Not Dated; Adults; Paul J. Bohannan.

This questionnaire is designed to be sent to anthropologists who have studied patterns of marriage and divorce in some other culture. The items cover six areas: general information on the society, marriage and its dissolution, household and their dissolution, the role and position of divorcees in society, remarriage, and households of remarriage.

• *School Behavior Checklist* by Lovick C. Miller; Not Dated; Ages 7-13; Lovick C. Miller.

This device was developed to enable teachers to obtain ratings of children's deviant behavior. Seven areas of maladjustment are covered: low need achievement, aggression, anxiety, academic disability, hostile isolation, extraversion, and total disability. The Checklist is based on the *Pittsburgh Adjustment Survey Scales.*

• *Samkov Perceptual Organization Inventory* by J. P. Kovacevich; c1963; Preschool and Above; Antof Educational Supplies.

Designed to classify children on the basis of their perceptual maturity and to indicate their readiness for work involving perceptual-motor skills. The perceptual tasks which comprise the test involve the duplication of 15 designs. The test yields a comparative perceptual motor age score.

ANNOUNCEMENTS RECEIVED

• *Barclay Early Childhood Skill Assessment Guide* by Lisa K. Barclay and James R. Barclay; Preschool-Grade 1; Educational Skills Development, Inc.

A criterion referenced evaluation tool that assesses a child's progress in nine developmental areas: sensory, motor-perceptual, environmental exploration, visual and auditory imitation, sensory and memory discrimination, self-concept, attention-responding, task-order, and social interaction.

• *Performance Objectives and Criterion-Referenced Test Items for Classroom Use (Mathematics K-12)*; National Evaluation Systems, Inc.

This series of 10 books was written to aid in the development of a competency-based mathematics curriculum. Each book contains 60 to 80 performance objectives and two criterion-referenced items that assess attainment of each objective.

• *Performance Objectives and Criterion-Referenced Test Items for Classroom Use (Reading K-6)*; National Evaluation Systems, Inc.

A series of four books intended to aid in the development of an instructional program for reading. Separate books are available for grades K-1; 2-3; 4-5; and 6. Each book includes 60-80 reading performance objectives and two test items to measure each objective.

The Prentice-Hall Teacher Competency Development System by W. James Popham and Eva L. Baker; Prentice-Hall, Inc.

A modularized instructional system designed to enable teachers to evaluate and develop their skills in specific areas of competency. The system includes the following components: a system guidebook which describes the system and its use; a diagnostic pretest for the self-evaluation of essential teacher competencies; personal profile sheets which provide a progress record for the teachers; booklet modules which provide programmed self-instruction in each of 26 areas of competency; a comprehensive mastery test which covers all of the competencies presented in the system; a feedback system which is intended to keep users informed on new developments in the system; and *Systematic Instruction*, a book which provides additional resource material and furnishes details on the fundamentals of systematic instruction. A parallel sound filmstrip program is also available.

The Strong-Campbell Interest Inventory (SCII) by Edward K. Strong Jr. and David P. Campbell; c1933-74; Ages 16 and Above; Stanford University Press.

This revision and extension of the *Strong Vocational Interest Blank* merges the men's and women's forms into a single instrument. The *SCII* also yields a more comprehensive profile with each respondent being scored on six General Occupational Themes, 23 Basic Interest Scales, and 124 Occupational Scales. Two other types of scores are also reported: the Special Scales (Academic Orientation Scale and Introversion-Extroversion Scale) and the Administrative Indexes. The inventory itself consists of seven parts: Occupations, School Subjects, Activities, Amusements, Types of People, Preference between Two Activities, and Your Characteristics.

Test of Standard Written English; c1974; College Entrance Examination Board.

This measure of competence in the use of the conventions of written English is designed to supplement the Scholastic Aptitude Test (SAT) as a measure of students' developed verbal ability. The test is intended to aid colleges in placing entering freshmen in English courses most appropriate for them. English usage and sentence correction items are employed to assess students' knowledge of conventional skills that they would normally be expected to use in writing papers for most college courses. This supplementary test will be available beginning with the October '72 administration of the SAT.

TESTING PROGRAMS, 1974-1975

Testing Program	*Administration Dates*	*For Further Information Write to:*
ACT Assessment Program	Oct. 19, Dec. 14, Feb. 22, Apr. 26, June 14	ACT Assessment Program P.O. Box 168 Iowa City, Iowa 52240
Academy of Certified Social Workers Program	Nov. 4, 1974	Academy of Certified Social Workers National Association of Social Workers, Inc. Southern Building, 6th Floor 15th and H Streets, N.W. Washington, D. C. 20005
Accreditation Examination for Medical Record Technicians	Sept. 14, 1974	The Psychological Corporation 304 East 45th Street New York, New York 10017
Admission Test for Graduate Study in Business	Nov. 2, Jan. 25, Mar. 22, July 12	Educational Testing Service Box 966 Princeton, New Jersey 08540
Allied Health Professions Admission Test	Nov. 16, Jan. 25, Mar. 15, May 17	The Psychological Corporation 304 East 45th Street New York, New York 10017
American Board of Obstetrics and Gynecology	June 23, 1975	American Board of Obstetrics and Gynecology 100 Meadow Road Buffalo, New York 14216
American Board of Ophthalmology	Jan. 18, 1975	American Board of Ophthalmology 8870 Towanda Street Philadelphia, Pennsylvania 19118
American College of Life Underwriters Examinations	January and June of each year	American College of Life Underwriters 266 Bryn Mawr Avenue Bryn Mawr, Pennsylvania 19010
American College Testing Program	See ACT Assessment Program	
American Institute of Certified Public Accountants College Accounting Testing Program	Schedule must be obtained from the publisher	AICPA Testing Project Office The Psychological Corporation 304 East 45th Street New York, New York 10017
American Institute of Certified Public Accountants Professional Accounting Testing Program	Schedule must be obtained from the publisher	AICPA Testing Project Office The Psychological Corporation 304 East 45th Street New York, New York 10017
American Occupational Therapy Registration Examination	Feb. 1, June 28, 1975	American Occupational Therapy Association, Inc. 6000 Executive Boulevard Rockville, Maryland 20852

Annual High School Mathematics Examination	March 11, 1975	Dr. Henry M. Cox Executive Director, Annual High School Mathematics Examination University of Nebraska 1026 Oldfather Hall Lincoln, Nebraska 68508
Automobile Mechanic Certification Tests	Nov. 9, 16, 1974	Educational Testing Service Princeton, New Jersey 08540
Betty Crocker Search for the American Homemaker of Tomorrow	Dec. 3, 1974	Science Research Associates, Inc. 259 East Erie Street Chicago, Illinois 60611
Certificate in Data Processing Examination	Feb. 15, 1975	CDP Section, Education Department Data Processing Management Association International Headquarters 505 Busse Highway Park Ridge, Illinois 60668
Certification Examination for Respiratory Therapy Technicians	June 21, 1975 Dec. 6, 1975	The Psychological Corporation 304 East 45th Street New York, New York 10017
Certification Examinations in Radiologic Technology	Nov. 14, 1974 May 15, 1975	American Registry of Radiologic Technologists 2600 Wayzata Boulevard Minneapolis, Minnesota 55405
College Entrance Examination Board Achievement Tests	Nov. 23, Jan. 11, May 10	Educational Testing Service Box 592 Princeton, New Jersey 08540
College Entrance Examination Board Advanced Placement Examinations	May 12-16, 1975	Educational Testing Service Box 977 Princeton, New Jersey 08540
College Entrance Examination Board Preliminary Scholastic Aptitude Test	See Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test	
College Entrance Examination Board Scholastic Aptitude Test	Oct. 12, Nov. 2, Dec. 7, Feb. 1, Apr. 5, June 28	Educational Testing Service Box 592 Princeton, New Jersey 08540
College Guidance Program	Oct. 19 to Nov. 16, 1964 Feb. 15 to Mar. 15, 1975	College Guidance Program Science Research Associates, Inc. P.O. Box 4505 Chicago, Illinois 60680
College Level Examination Program	Third week of each month. Schedule is available from the publisher.	College Level Examination Program Box 592 Princeton, New Jersey 08540

Colleges of Podiatry Admission Test	Oct. 26, Feb. 8, June 21	Educational Testing Service 960 Grove Street Evanston, Illinois 60201
Dental Admissions Testing Program	Oct. 12, Jan. 11, April 26	American Dental Association Council on Dental Education 211 East Chicago Avenue Chicago, Illinois 60611
Dental Hygiene Aptitude Testing Program	Nov. 8 or 9, Feb. 7 or 8, May 2 or 3	American Dental Hygienists' Association 211 East Chicago Avenue Chicago, Illinois 60611
Entrance Examination for Schools of Nursing	Given throughout the year. Dates vary by testing center. A complete schedule can be obtained upon request.	The Psychological Corporation 304 East 45th Street New York, New York 10017
Entrance Examination for Schools of Practical Nursing	Given throughout the year. Dates vary by testing center. A complete schedule can be obtained upon request.	The Psychological Corporation 304 East 45th Street New York, New York 10017
Entrance Examination for Schools of Radiologic Technology	Dec. 7, Feb. 1, Apr. 5, June 7	The Psychological Corporation 304 East 45th Street New York, New York 10017
Examination for the Certificate in Management Accounting Program	Dec. 4, 5, 6, 1974	Institute of Management Accounting City Center Building Ann Arbor, Michigan 48108
Foreign Service Examination	Dec. 7, 1974	Board of Examiners for the Foreign Service U. S. Department of State Washington, D. C. 20520
Graduate Record Examinations	Oct. 26, Dec. 14, Jan. 18, Feb. 22, Apr. 26, June 21	Educational Testing Service Box 955 Princeton, New Jersey 08540
Graduate School Foreign Language Tests	Oct. 12, Feb. 1, Apr. 12, June 28	Educational Testing Service Princeton, New Jersey 08540
Heavy Duty Truck Mechanic Certification Tests	See Automobile Mechanic Certification Tests	
Law School Admission Test	Oct. 12, Dec. 7, Feb. 8, Apr. 19, July 26	Educational Testing Service Box 944 Princeton, New Jersey 08540
Medical College Admission Test	Oct. 5, 1974	Medical College Admission Test The American College Testing Program P.O. Box 451 Iowa City, Iowa 52240

Multistate Bar Examination Program	Feb. 26, July 30, 1975	National Conference of Bar Examiners Tate Hall University of Missouri Columbia, Missouri 65201
National Board of Podiatry Examinations	Sept. 5-6, Apr. 10-11	National Board of Podiatry Examiners Race at 8th Street Philadelphia, Pennsylvania 19107
National Council for Interior Design Qualification Examination	Spring and Fall of each year. A complete schedule can be obtained upon request.	The Psychological Corporation 304 East 45th Street New York, New York 10017
National Council of Architectural Registration Boards Examination	Dec. 9-12, 1974	National Council of Architectural Registration Boards 2100 M Street, N.W. Washington, D. C. 20037
National Council of Engineering Examiners Fundamentals of Engineering Examination	Nov. 7, 8, 9, 10, 1974 April 17, 18, 19, 20, 1975 Nov. 6, 7, 8, 9, 1975	National Council of Engineering Examiners Box 752 Clemson, South Carolina 29731
National Educational Development Tests	Oct. 15-26, Feb. 8-22	Science Research Associates, Inc. 259 East Erie Street Chicago, Illinois 60611
National Merit Scholarship Qualifying Test	See Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test	
National Occupational Competency Testing Program	Fall, 1974 Spring, 1975	National Occupational Competency Testing Program Educational Testing Service Princeton, New Jersey 08540
National Teacher Examinations	Nov. 9, Jan. 25, Apr. 5, July 19, Nov. 8	Educational Testing Service Box 911 Princeton, New Jersey 08540
Optometry College Admissions Test	Nov. 2, Jan. 18, Mar. 22	The Psychological Corporation 304 East 45th Street New York, New York 10017
Pharmacy College Admission Test	Nov. 9, Feb. 15, May 24	The Psychological Corporation 304 East 45th Street New York, New York 10017
Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test	Oct. 22, 26, 1974	Educational Testing Service Box 589 Princeton, New Jersey 08540
Registration Examination for American Dietetic Association	Given twice a year. A complete schedule can be obtained by request.	The Psychological Corporation 304 East 45th Street New York, New York 10017

Registration Examination for Medical Record Administrators	Oct. 5, 1974	The Psychological Corporation 304 East 45th Street New York, New York 10017
Secondary School Admission Test	Dec. 14, Jan. 18, Mar. 8, Apr. 12, May 17	Educational Testing Service Box 922 Princeton, New Jersey 08540
Test of English as a Foreign Language	Sept. 16, Nov. 25, Feb. 24, May 19	Educational Testing Service Box 899 Princeton, New Jersey 08540
Veterinary Aptitude Test	Given throughout the year. A complete schedule can be obtained by request.	The Psychological Corporation 304 East 45th Street New York, New York 10017

TESTS NO LONGER AVAILABLE

The following tests will no longer be available after July 1, 1974:

Algebra-Advanced Level; High School Testing Service
Algebra-First Semester; High School Testing Service
Algebra-Second Semester; High School Testing Service
Arithmetic Fundamentals–A; High School Testing Service
Arithmetic Fundamentals–B; High School Testing Service
Child Development; High School Testing Service
Clothing 1–A; High School Testing Service
Clothing 1–B; High School Testing Service
Clothing II; High School Testing Service
Clothing Problems–A, Junior High School; High School Testing Service
Clothing Problems–B, Junior High School; High School Testing Service
Family Life; High School Testing Service
Foods 1–A; High School Testing Service
Foods 1–B; High School Testing Service
Foods II; High School Testing Service
Foods in the Home–A, Junior High School; High School Testing Service
Foods in the Home–B, Junior High School; High School Testing Service
Geometry-First Semester; High School Testing Service
Geometry-Second Semester; High School Testing Service
Home Care of the Sick; High School Testing Service
Housing the Family; High School Testing Service

TEST REVIEWS

The ACT Assessment of Career Development; American College Testing Program.

Reviewed by Gerald S. Hanna, Kansas State University in *Measurement and Evaluation in Guidance*, April 1974, Vol. 7, No. 1, 51-54.

Career Maturity Inventory; CTB/McGraw-Hill.

Reviewed by Garth Sorenson, Graduate School of Education, University of California, in *Measurement and Evaluation in Guidance*, April 1974, Vol. 7, No. 1, 54-57.

Career Maturity Inventory; CTB/McGraw-Hill.

Reviewed by Jo-Ida C. Hansen, Center for Interest Measurement Research, University of Minnesota, in the *Journal of Counseling Psychology*, March 1974, Vol. 21, No. 2, 168-172.

Deciding; College Entrance Examination Board.

Reviewed by John O. Crites, University of Maryland, in the *Journal of Counseling Psychology*, March 1974, Vol. 21, No. 2, 166-167.

Differential Aptitude Tests: Forms S and T; The Psychological Corporation.

Reviewed by Gerald S. Hanna, Kansas State University, in the *Journal of Educational Measurement*, Summer 1974, Vol. II, No. 2, 145-149

Test of Perceptual Organization; Psychologists and Educators Press.

Reviewed by Barton B. Proger, Montgomery County Intermediate Unit No. 23, in the *Journal of Special Education*, Spring 1974, Vol. 8, No. 1, 107-110.

NEW REFERENCES

Bolton, Dale L. *Selection and Evaluation of Teachers*. Berkeley, California: McCutchan Publishing Corporation, 1973. Pp. xiv + 211, $9.50.

This book is designed to assist school personnel who are engaged in the selection and evaluation of teachers. The first chapter presents a summary of research and practice in the area of teacher evaluation and selection. Chapters 2 and 3 furnish detailed background information on selection and evaluation processes. Chapter 4 provides a summary of significant trends and themes in the information acquired. Sample questionnaires are included in the appendices along with an extensive bibliography.

Coffman, William E., Editor. *Frontiers of Educational Measurement and Information Systems–1973* Boston: Houghton Mifflin Company, 1973. Pp. vi + 177, $6.00

This volume presents the proceedings of an invitational conference designed to celebrate the dedication of the Lindquist Center for Measurement at the University of Iowa. The conference focused on three areas: the development of tests of educational achievement, design and analysis techniques in educational research, and the application of electronic data processing to educational problems. The six formal papers and the comments by the discussants deal with these issues.

DeGracie, James S. *A Method of Item Analysis for Criterion-Referenced Tests*. Mesa, Arizona: Department of Research and Evaluation, Mesa Public Schools, Technical Report 3, February 1973. Pp. 8.

The models presented in this technical report are the initial steps in developing a viable test diagnostic procedure.

Fox, R. S., Schmuck, R., VanEgmond, E., Ritvo, M., and Jung, C. *Diagnosing Professional Climate of Schools*. Fairfax, Virginia: NTL Learning Resources Corporation, Inc., 1973. Pp. xvii + 152.

This book is intended as a specialized resource for principals, teachers, or committees engaged in improving the staff relationships within schools. In Chapter I some concepts and theory about the school as a social system are presented. The remaining chapters deal with such aspects of the school climate as organizational problem-solving, staff responsibilities, staff behaviors, staff resources, and community involvement. The final chapter focuses on when and how to diagnose the school climate. Thirty diagnostic instruments are presented and described in relevant chapters.

Geisert, Paul. *The Dimensions of Measurement of the Affective Domain*. Laramie, Wyoming: The Science and Mathematics Center, University of Wyoming, 1972. Pp. 74, $3.00

This paper presents a plan to implement the evaluation of affective goals and discusses in detail the three major areas comprising the measurement dimensions. Examples of evaluation instruments for the affective domain are provided in the appendix along with a condensed version of the affective domain of the *Taxonomy of Educational Objectives*, and suggested behaviors denoting scientific literacy.

Geisert, Paul. *A Discrepancy Evaluation System for Elementary School Teachers*. Laramie, Wyoming: Center for Research, Service and Publication, 1973. Pp. 29, $2.00.

This publication represents an attempt to provide a system for

reporting, measuring, and evaluating the activities of the elementary school teacher. The evaluation model presented herein rests on three basic ideas: first, the implementation of a systematic process for reporting the activities of teachers; second, the use of "discrepancy evaluation" which compares the goals and objectives of a system (or teacher) with the outcomes of the system; and third, the application of product evaluation rather than process evaluation. Nine areas of teacher activities are evaluated with this model: Teaching, Curriculum, School Related Activities, Student Interactions, Administration, Service, Professional Growth, Student Evaluation, and Test Evaluation.

Geisert, Paul. *A Discrepancy Evaluation System for High School Teachers.* Laramie, Wyoming: Center for Research, Service and Publication, 1973. Pp. 29, $2.00.

Presents the same model as that described above to provide for the evaluation of high school teachers.

Geisert, Paul. *A Discrepancy Evaluation System for University Professors.* Laramie, Wyoming: Center for Research, Service, and Publication, 1973. Pp. 25, $2.00.

A model based on discrepancy evaluation is presented to provide for the assessment of the activity of the university professor in ten basic areas: Teaching; Student Evaluations; Research, Creative Activity, and Scholarship; Teaching/Research; Public Service; Intra-University Activity; Extra-University Activity; Administration; Advisee Evaluations; and Test Question Evaluations.

Hoepfner, Ralph. *The Validity of Tests of Social Intelligence.* Los Angeles: Center for the Study of Evaluation, April 1973. CSE Report No. 85.

The rationale underlying tests of social intelligence is presented and some of the problems inherent in such tests are discussed.

McDill, Edward L. and Rigsby, Leo C. *Structure and Process in Secondary Schools: The Academic Impact of Educational Climates.* Baltimore: The Johns Hopkins University Press, 1973. Pp. xiv + 201, $8.50.

This book reports on an investigation into whether the quantity and quality of school and community resources have an influence on the academic behavior of students. Specific consideration was given to the extent to which the educational and social environments of high schools vary, the consequences of such variations for the academic achievement and college plans of students, and the sources of these variations in educational climates. The questionnaires used in conducting the study are provided in the appendices.

• Meyers, Elizabeth S., Ball, Helen H., and Crutchfield, Marjorie. *The Kindergarten Teacher's Handbook.* Los Angeles: Gramercy Press, 1973, Pp. vi + 99.

This book presents a program designed to provide the teacher with a means of assessing kindergarten children and individualizing instruction accordingly. An introduction to and general discussion of the program is provided in Section I. Assessment procedures which will yield a sample of each child's functioning in visual motor integration, visual memory, fine motor and manipulative skill, language, gross motor control, body concept, auditory discrimination, and logical thinking processes are described in Section II. Suggested instructional activities and exercises in concept discovery are presented in Sections III and IV respectively. Finally, Section V enables the teacher to refresh her classroom management skills.

• Sattler, Jerome M. *Assessment of Children's Intelligence.* Philadelphia: W. B. Saunders Company, 1974. Pp. xxii + 526, $13.95.

This text is intended for students in psychology and education who have a background in tests and measurement. It is comprised of six sections: Introduction and General Considerations; Administering Individual Intelligence Tests; Stanford-Binet Intelligence Scale; WISC, WPPSI, and Other Tests; Diagnostic Applications; and Psychological Reports and Consultation.

TenBrink, Terry D. *Evaluation: A Practical Guide for Teachers.* New York: McGraw-Hill Book Company, 1974. Pp. x + 493, $10.95.

This text, intended for both pre-service and in-service teachers, covers the basic principles of evaluation and provides step-by-step procedures for the evaluation process. Included are: the rationale for selecting techniques appropriate for specific instructional purposes, directions for the construction and use of criterion-referenced and other teacher-made evaluation instruments, and use of evaluation results to make sound educational judgments and decisions. Learning objectives are specified at the beginning and exercises are provided throughout each chapter. Answers to the exercises are included in the appendix.

Vicino, Frank L. *Evaluation Team Workbook* (CCD). Mesa, Arizona: Department of Research and Evaluation, Mesa Public Schools, Technical Report–1, January 1973. Pp. iii + 37.

This technical report is intended to be used as a basic text in training a team of district teachers to assist in appraising the extent to which the curriculum unit delivers the objectives as stated and in diagnosing the major problems affecting delivery. A procedure for the development of evaluation instrumentation is outlined and the basic material and guides used during the training of the evaluation team are provided.

Vicino, Frank L., DeGracie, James S., Zaharis, James K., and Frase, Larry. *Administrators' Needs Assessment Program.* Mesa, Arizona: Department of Research and Evaluation, Mesa Public Schools, Research Report–2, April 1973. Pp. iii + 33.

This report describes a study conducted to determine knowledge area training needs for public school administrators and to develop a procedure for implementing a relevant training program. The appendices includes a copy of the *Administrator Experience/Interest Questionnaire* which was used in the study.

Zytowski, Donald G., Editor. *Contemporary Approaches to Interest Measurement.* Minneapolis: University of Minnesota Press, 1973. Pp. vi + 251, $10.00.

This anthology on interest and work value inventories begins

with a presentation of basic information on the selection and use of interest inventories. Subsequent chapters provide detailed discussions of individual inventories, including: the *Strong Vocational Interest Blank*, the *1969 Revision of the Strong Vocational Interest Blank for Women*, the *Kuder Occupational Interest Survey*, the *Minnesota Importance Questionnaire*, the *Ohio Vocational Interest Survey*, and the *Work Values Inventory*. The final chapter contains numerous illustrative interpretations of profiles obtained for each of the inventories.

Directory of Self-Assessment Programs for Physicians, Second Edition. Chicago, Illinois: American Medical Association, 1973. Pp. 33.

A comprehensive listing of the various self-assessment programs which are distributed, produced and/or sponsored by medical organizations. The programs are listed by speciality. Each entry includes information on the sponsor of the program, the population for which it was designed, the objectives, content and format of the tests, scoring procedures, availability of relevant aids to learning, fees, and the address of a contact within the sponsoring organization.

Elementary School Evaluative Criteria: A Guide for School Improvement. Arlington, Virginia: National Study of School Evaluation, 1973. Pp. vi + 152, $6.00.

Provide instructions and guidelines which will enable elementary school personnel to evaluate their school in terms of its philosophy and objectives. Checklists and supplemental data items are provided for the following areas: School and Community; Philosophy, Objectives, and Commitments; Design for Learning; Areas of Learning; School Staff and Administration; Individual Faculty Data; Learning Media Services; Pupil Services; and School Plant and Facilities.

Evaluation Instrument for Educational Public Relations Programs. Washington, D. C.: National School Public Relations Association, 1972; Pp. 48, $4.75.

Presents an instrument designed to enable school public relations professionals and executive officers of educational organizations to perform an evaluation of their public relations unit. The instrument is intended to serve only as a basis for evaluating the extent to which the organization has made provisions for organizing and conducting a formal public relations program as advocated by the National School Public Relations Association. Eight categories of items are provided: concept of the purposes of the public relations programs; provision for public relations professionals in the organization; relationship of the professional to the governing body, the administration, and the staff; provision for adequate resources for the program; provision for internal communications; provision for external communications; provision for evaluation of program performance; and provision for long-range planning.

Item Bank: Mathematics, Level 6. Wellington, New Zealand: Curriculum Development Unit, Department of Education, 1973;

One of a series of collections of behavioral objectives and related test items in mathematics. The items ary multiple-choice type and are grouped into units according to the topic covered and the ability assessed (recall, computation, understanding, application). Each is accompanied by an objective and has been assessed for difficulty.

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Electronic data processing for scoring the *Gottesfeld Community Mental Health Critical Issues Test* and applying statistical tests is available from Dr. Harry Gottesfeld, 11 Riverside Drive, New York, New York 10023

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NOTES

Two of the three services which comprise the ACT Career Planning Program will now be published by the Houghton Mifflin Company. Distribution and scoring of both the *Career Planning Program, Grades 8-11* and the *Assessment of Career Development* will be provided exclusively by Houghton Mifflin.

• A series of college-level examinations in Spanish is being prepared by the College Entrance Examination Board office in Puerto Rico. These exams are intended to serve college and university students in Puerto Rico and to enable adults in business and industry to gain college credit based on experience. The series will cover first-year university courses in the humanities, physical and biological sciences, social sciences, and advanced mathematics.

• The International Personnel Management Association maintains a test exchange library including more than 10,000 written tests for jobs in the public service. These tests have been contributed by member agencies and are on loan to other member agencies for use as an item bank in constructing their own tests. Items are available for use with police and fire personnel and persons in the following public service occupations: accounting, administration, agriculture, automotive, clerical, conservation/parks, custodial, duplicating, education/teaching, engineering, food service, health/general, health/technical, inspection, library, maintenance, office machines, penal positions, personnel, planning, property, public relations, purchasing, radio, recreation, research, revenue, storekeeping, and welfare.

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